Enhancing Education Through Technology (EETT)
Competitive Sub-grant Application Assurance Sheet

Project Title: **Elementary Connections** Amount of Request: **$75,000**
District Name: **Mountain View School District** Number: **244**
Please list the school name, and indicate whether it is a target school or a partner school and certify the CIPA compliance for all participating schools within the project:

District #	School Name	Target/Partner	CIPA Compliance
244	Grangeville Elementary/Middle School	T	YES
244	Clearwater Valley Elementary School	T	YES
244	White Bird Elementary School	T	YES

By signing below, I certify that we have contacted the charter and private schools in our area about participation in this grant and that we have an approved technology plan on file with the Idaho State Department of Education.

Superintendent: Greg Bailey	baileyg@sd244.org	983-0990
Signature		
District Technology Coordinator: Tim O'Connor	oconnort@sd244.org	983-0990
Signature		
Project Director: Kim Fales	falesk@sd244.org	983-0400
Signature		

Abstract

With a mission to provide educational excellence for all, Mountain View School District #244 (MVSD #244) is committed to acquiring current technology to provide teachers with tools to better accommodate the various learning styles of elementary students. Using technology for meaningful activities helps integrate a variety of disciplines while appealing to the many ways a child learns. The **Elementary Connections** grant provides opportunity for MVSD#244 to update equipment and implement technology training to keep the vision alive.

The State of Idaho mandates teacher training in current research-based, math practices to increase student proficiency. In addition, our district failed to meet Adequate Yearly Progress (AYP) goals in math as well as reading. To make necessary improvements teachers need opportunities to refocus instructional methods and make updates utilizing technology. Most of the district's elementary classrooms are equipped with ancient overhead projectors and the computer-to-student ratio in those elementary classrooms averages 1:10, making computer programs impractical to rely upon as a learning tool. Current research indicates that the use of a visual presenter, such as an Elmo, engages students in ways beyond traditional textbooks and lessons. It provides the potential for teachers to boost student achievement in targeted areas such as math and reading.

The **Elementary Connections** grant would place visual presenters and projectors, DVD/VHS players, new sound systems, and updated computer systems within elementary classrooms in the district. With new technology, teachers are able to incorporate new teaching strategies for enhancing elementary curriculum in all subject areas, particularly in math and reading. When teachers use projection systems technology to model basic math skills such as computational steps, math and number patterns, or to model basic literacy skills such as sight word recognition, story read-alouds, and fluency practice, the material becomes relevant and interesting to children and with greater potential for lesson retention. With the new, fast and accessible projector systems, students are able to quickly and easily view and analyze a variety of texts, illustrations, photographs, and a myriad of internet resources.

Educational Need

Idaho Standard Achievement Test (ISAT) math scores for third through sixth grade students in our district ranged from 56%-89% proficiency levels during the Spring 08 testing period. ISAT reading scores for the same group of students ranged from 69%-83% proficiency levels during the same period. Spring 2008 Idaho Reading Indicator (IRI) scores ranged from 59%-70% proficiency in kindergarten through third grades. The schools involved in the grant proposal are "AYP targeted" schools. The charts below summarize the spring 2008 ISAT, Direct Mathematics Assessment (DMA) and IRI scores for the district.

Spring ISAT '08	Grade 3		Grade 4		Grade 5		Grade 6	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
District Summary: % of Students Proficient or Above	82.3	89.8	83.3	89.3	69.6	56.6	77.6	73.8

2007-2008 DMA	Grade 4	Grade 6
District Summary: % of Students proficient or above	72	39

Spring IRI '08	Grade K	Grade 1	Grade 2	Grade 3
	Reading	Reading	Reading	Reading
District Summary: % of Students at grade level	59.09	63.95	70.83	71.01

Forty-eight percent of students in our district meet free or reduced lunch criteria with some schools having as many as 95% of students qualifying for free or reduced lunch services. Our schools also suffered from a 13 % absenteeism rate in the spring of 2007-2008 school year. Students who can link the relevance of the subject matter to today's world will be more prone to attend school. Research indicates that technology benefits at-risk students by giving them access to modern products that are part of today's world of work and education. The **Elementary Connections** grant will help our district offer all students technological equity and equal access to the learning tools of the 21st century.

Projectors and visual presenters, such as an Elmo, are examples of cutting-edge technology with a research-based design to engage young students and increase achievement across subject areas. Yet most of MVSD #244's elementary classroom teachers struggle to reach students with antiquated and outdated equipment, which in some cases actually impedes the learning process.

Teachers who incorporate technology into their learning environment overwhelmingly report positive student outcomes. Specifically of note are the student outcomes in which 85% of the "frequent user" teachers surveyed said that students comprehend and discuss content/ideas presented, 69.1% reported that the use of video increased motivation and enthusiasm for learning, and 66.3% said that students learn more when video is used in the classroom.

Along with increasing student motivation, the use of visual materials aids students in various ways: it enlivens and reinforces reading and math assignments, it helps develop a common base of knowledge, it improves both comprehension and discussion, and finally it adjusts for a greater variety of learning styles. Clearly, visual materials benefit visually-oriented learners who learn via processing information holistically and in a three-dimensional fashion. It also aids auditory-sequential learners who learn by listening and processing information in a step-by-step fashion (Corporation for Public Broadcasting, 1997, Denning).

Even though most students spend more than 25% of their day using media they may not be literate in processing visual information. It is incumbent upon teachers to impart skills so that students learn to critically view material and ascertain its reliability. One study indicates that critical analysis of print, audio, and visual media led to improved reading and writing skills in a wide variety of texts. In fact, a 2006 study funded by the U.S. Department of Education indicates that media literacy extends across the curriculum (Barnes, 1997). The impact of **Elementary Connections** would be felt throughout the school environment making learning more active, participatory and relevant.

Barnes, B., ed., (1997). *The power of classroom TV: A marketing and advocacy document for the use of classroom television professionals*. NETA Center for Instructional Communication. October 1997.

Corporation for Public Broadcasting. (1997). *Student of school uses of television and video*. 1996-1997 School year summary report. (ERIC Document Reproduction Service No. ED 413 879)

Marshal, J. M. (2002). Learning with technology: Evidence that technology can, and does, support learning. White paper prepared for Cable in the Classroom.

No Child Left Behind: Scientific Research Indicates that Using Video in the Classroom Improves Learning, www.libraryvideo.com/articles/article18.asp

Local Project Detail

Elementary Connections will increase student-teacher interaction by promoting positive learning environments in K-6 classrooms throughout the district. Technological upgrades will allow teachers and students to interact with multi-media resources available for reading, critical thinking and math skills.

Plan and Time Line for Project Implementation

January, 2009:

- Organize first Elementary Team Mentor (ETM) meeting:
  - Invite all elementary teachers from each participating school.
  - Review **Elementary Connections** grant goals and objectives.
  - Choose 5 ETM technology leaders for the district. These leaders will later assist in the implementation of new equipment and pedagogy strategies.
- Order projector systems and visual presenter packages.
- Clarify installation needs/requests with district electricians.

February - March, 2009:

- Install projectors and visual presenters.
- ETM technology leaders receive training from hardware representatives.
- ETM technology leaders meet with University of Idaho (U of I) support personnel, and receive intensive training on effective instructional strategies using technology in the elementary classroom; teacher training on the National Educational Technology Standards.
- Begin collection of evaluation data for elementary teachers' pre-training performance levels. Collect information on current use of technology and on methods for engaging students in the subject matter.
- ETM representatives attend one-day evaluation in-service in Boise.

April, 2009

- Full day training for all district elementary instructors on the use of projectors and visual presenters.
  - The ETM technology leaders will provide the training, with guidance from U of I.
  - Professional Development Credits will be organized through U of I.

May, 2009

- Elementary teachers will set a goal to complete 3 lessons using the new equipment.
- Teachers will develop pre/post student evaluations to use with future lessons.
- ETM tech leaders will provide ongoing peer coaching and support in the classroom.

June, 2009

- Second ETM meeting:
  - Analyze and reflect upon effective instructional strategies from May lessons.
  - Define instructional goals/objectives for 2009-2010 school year.

September-November, 2009

- Set schedule for quarterly ETM meetings.
- Interim data report of evaluation data from U of I.

January, 2010

- Summary of evaluation data will be distributed to participating instructors.

February, 2010

- Evaluation discussion meeting will be held for all instructors involved.

May, 2010

- Final evaluation report will be written and delivered to all participants.

Primary Goals

1. Provide students opportunities to gain a better understanding and comprehension across the curriculum through technology (MVSD #244 Continuous Improvement Plan (CIP)/Technology Plan, goal 9, objective 5).
2. Provide all students an equal opportunity to participate in technology-enhanced learning. (MVSD #244 CIP/Technology Plan, goal 9, objective 7).
3. Expand student access to technology-based resources that would not otherwise be available in a traditional classroom setting.
4. Help educators collaborate with peers, administration, and community members to create useful lesson plans and activities (MVSD #244 CIP/Technology Plan, goal 9, objective 5).
5. Provide teachers with the training, tools, and materials necessary to take advantage of the software, audio/visual equipment, and assortment of resources for the benefit of student learning (MVSD #244 CIP/Technology Plan, goal 9, objective 4).
6. Meet educators' needs for quality professional development and training within their own school district (MVSD #244 Technology Plan, goal 9, objective 4).

Evaluation Plan

Dr. Tim Ewers of the Center for Evaluation, Research and Public Service from the U of I will conduct the evaluation. Dr. Ewers has a background in quantitative research and evaluation.

Project evaluation will serve three purposes, including: (1) Provide information by which decisions can be made as to the continuation, modification, or elimination of various project procedures and activities; and (2) Provide information regarding the degree to which goals and objectives are reached; and, (3) Promote sustainable changes in practice.

The project which will be evaluated in the following areas:

1. Students who are not proficient in math and reading will demonstrate growth by Spring 2010 as measured by ISAT, IRI, DMA scores, classroom performance and assessments.
2. Teachers will demonstrate a basic use of the visual presenters, projectors and audio systems.
3. Teachers will effectively incorporate technology into classroom pedagogy.

Sustainability

The **Elementary Connections** grant would lay the groundwork for improvements in the reading and math programs at all levels district-wide, in addition to the area of technology literacy for both teachers and students.

It is difficult to access immediate support in our remote, rural school district. By implementing the "in-house expertise" model, using teachers as ETM technology leaders, the district will increase the effective use of technology. In addition, the development of ETM will allow future collaborative opportunities. In these quarterly meetings, elementary teachers will continue to share and develop teaching strategies with colleagues.

Each participating school also has a building technology coordinator on hand for hardware support as well as district maintenance personnel. The recurring cost for consumables such as replacement bulbs and batteries will be borne by the district as part of its maintenance budget.

District curriculum includes software and DVDs that can be more fully utilized through **Elementary Connections**. MVSD #244 has a commitment to improve learning in all curricular areas. A cycle of curricular review exists so that each year one area is scrutinized and updated. **Elementary Connections** will be an extension of our curricular adoptions providing the means to utilize all resources and materials of a new adoption.

Budget Narrative

****No administrative costs will be used for this grant.****

Item/Quantity	Description	Cost
Professional Development 25% of $75,000.00	• ETM technology leaders/project representatives will attend an evaluation in service. • ETM technology leaders will participate in U of I's effective instruction strategies using technology training course. • ETM technology leaders will receive ½ day training on new hardware. • All recipients of grant-funded equipments will participate in a full day training to be offered by ETM technology leaders/project leaders. • Transportation, the cost of substitute teachers to cover for teachers attending grant related training, and other accommodations necessary for grant related training are budgeted in this category. • ETM technology leaders will be paid an honorarium for hours needed to prepare to present workshops and to assist grant recipients in the use of grant-supplied equipment and technology. This will occur outside of the regular work day.	**$18,750.00**
Visual Presenters: Elmo TT-02s (16 @ 705.60)	Visual presenters allow teachers to utilize a wide range of texts, written material, illustrations, photographs, and other materials for whole-class presentations. This new model has microscope capabilities and a SD Card Slot for digital memory sticks from cameras.	**$11,289.60**
LCD XGA projectors: Infocus CD737 (10 at 1077.60)	The projection system mounts to the ceiling and connects to the classroom computer, visual presenter, and audio/visual equipment.	**$10,776.00**
Sony SLVD380P DVD/VHS players (10 @ 115.70)	Teachers will be able to play materials already purchased as part of the current curriculum.	**$1,157.00**
Sony HTDDW990 Home Theater Systems (10 @ 267.17)	Surround sound will provide audio for the entire class rather than trying to listen with existing computer speakers.	**$2,671.70**
Da-lite Screens 85316; Model B W/CSR 100D 60 x 80 (10 @ 177.60 each)	Larger screens are needed to provide clarity in presentations. These will be mounted.	**$1,776.00**

Mounting Kits for Projectors, cables and other peripherals	The projection systems mount to the ceiling with specialized mounting brackets. Cables will run to a custom-designed cart that will contain the visual presenter, computer, and sound system.	**$2,428.00**
Dell Optiplex GX755 (8 x 1100.00)	Classrooms at the AYP targeted schools require new computers to implement additional technology	**$8,800.00**
Gyration GO 2.4 Cordless Optical Air Mouse (10 @ 70.00)	Teachers will be able to move about the room while remotely controlling the entire system.	**$700.00**
Stereo Audio/Video Switch Two Input VGA and Audio (10 @ 170.00)	This switch allows the audio and video signals to be transferred from one device to another.	**$1,700.00**
Two Output VGA-QXGA Distribution Amplifier (10 @ 120.00)	VGA amplifiers are needed for cable runs of 50 feet or more to ensure adequate signal strength.	**$1,200.00**
Projector Bulbs (2 replacement on site) (6 @ 290.00)	Having replacement bulbs on site reduces down time in case of a failure.	**$1,740.00**
University of Idaho Evaluation	Dr. Tim Ewers of the Center for Evaluation, Research and Public Service will conduct the evaluation for the University of Idaho. Dr. Ewers has a background in quantitative research and evaluation. The evaluation fee covers salary, communications, travel, and printing of reports.	**$4,000.00**
Installation and Construction of Audio/Visual Stations	Individually designed stations will house the Elmo presenters, the computers, and multimedia hubs. Installation includes wiring raceways, making shelves for speakers, and attaching ceiling mounts to a variety of ceiling types throughout the district. Each school has unique situations for handling the new technology that will be solved by the elementary classroom teachers, administrators, and district maintenance personnel.	**$8,011.70**
	Total Amount Requested (Grand total of items listed)	**$75,000.00**